

Teacher(s): Johnson

Subject: Government

Week of: Feb 19 – 23, 2018

Week: 26

DAY	PRE-PLANNING		AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s):		NO SCHOOL	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative:
	Purpose:				Summative:
Tues	Standard(s): SSCG 6: Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured.	Purpose: To provide the students an opportunity to analyze a political poster about the Bill of Rights and how rights are secured	Do Now: Guided Instruction (<i>We do</i>)- In politics, what do a donkey and an elephant stand for? Opening: Focused Instruction (<i>I do</i>)- introduce new CG on bill of rights; assist as needed Work Session: Independent Learning (<i>You do alone</i>)- explain in 1-2 paragraphs - what is the meaning of the political cartoon? Guided Instruction (<i>We do</i>)- discuss each element of the cartoon to check how you did Closing: Guided Instruction (<i>We do</i>)- How are the rights secured? Home Learning: Study CD 6 for Thurs quiz	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none">Political Cartoon	Formative: Teacher Observation Q&A Political Cartoon
					Summative:
Weds	Standard(s): SSCG6: Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured.	Purpose: To provide the students an opportunity to create study tools to better learn the bill of rights and what each one accomplishes	Do Now: Guided Instruction (<i>We do</i>)- What purpose do the 9 th and 10 th Amendments serve? Opening: Focused Instruction (<i>I do</i>)- explain work session; assist as needed Work Session: Collaborative Learning (<i>You do together</i>)- quickly create flash cards for the 10 amendments with the material provided and then begin preparing for Thurs quiz Closing: Guided Instruction (<i>We do</i>)- Do flash cards work better for matching or multiple-choice quizzes? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none">Flash Cards	Formative: Teacher Observation Q&A Flash cards
					Summative:

Thurs	Standard(s): SSCG6: Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured.	Do Now: Guided Instruction (We do)- 15 min prep for quiz with flash cards Opening: Focused Instruction (I do)- review quiz procedures Work Session: Independent Learning (You do alone)- complete quiz CG 6 Independent Learning (You do alone)- continue getting caught up with class work Closing: Guided Instruction (We do)- Discuss next Unit test covering CG 3 & 6 Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher Observation Q&A CG 6 Quiz
	Purpose: To provide the students an opportunity to validate their understanding of the bill of rights			Summative:
Fri	Standard(s): SSCG6: Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured.	SUBSTITUTE Do Now: Guided Instruction (We do)- Substitute provides material for work session Opening: Focused Instruction (I do)- substitute explains work session; assists as necessary Work Session: Independent Learning (You do alone)- Using a 8 x 11 ½ sheet of paper create a poster of the amendment from the bill of rights that you believe is most important and why...use color, words and drawings (turn in for a grade) Closing: Guided Instruction (We do)- Substitute reminds students to study for Unit exam on CG 3 & 6 Home Learning: Study for Unit Exam	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> Amendment Poster 	Formative: Teacher Observation Q&A Amendment Poster
	Purpose: To provide the students an opportunity to reflect on the importance of the Bill of Rights and which each believes is the most important			Summative: